The Interprofessional Health Care Team - Leadership and Development 3rd edition Weiss Solutions Manual

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Introduction

The "Reflections" and "Case Studies" that are included throughout the book are designed to stretch the student's curiosity, reasoning ability, creativity, and independence and encourage full, meaningful answers using the student's own knowledge and/or feelings. The reflections and case studies serve to link the content with real-world situations and the experience of the reader, thereby harnessing important aspects of adult learning. These reflections invite students to apply new learning to familiar situations.

While the answers to some of the case study and reflection questions are in the book, the student will need to provide a rationale for why they chose that answer. Some of the reflections and case studies may be more open-ended and do not have one right answer. Both types of questions are designed to allow the students to apply the information to their own lives. Instead of predictable answers, open-ended questions elicit fresh and sometimes even surprising insights and ideas, opening minds and enabling teachers and students to co-construct knowledge together. Open-ended questions broaden the scope of the discussion and build on the knowledge base that exists within the teacher and the students as partners in learning. This approach leverages the diversity—in all of its forms—that is represented in the modern university classroom.

Reflections and case studies may be used as homework assignments; in-class, small, or large group discussion starters; online chat topics; journaling exercises; or short position papers.

The following guide provides answers to the content-related questions and examples of important concepts that should be included in the answer to the more open-ended questions.

Chapter 1: Groups-Teams-Systems

Reflection Answers

Reflection: Identification of Groups

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Rationales for rankings should address common interests and goals, regular patterns of interaction, and exertion of influence among members and interdependence. This activity might also be applied to identifying the items that are more "team-like." In that case, rationales for answers should include complementary skills, common purpose, performance goals, and mutual accountability.

Suggested ranking:

Spectators at a college football game: 8

Two strangers exchanging meaningful looks across a crowded bar: 7

A secretary conversing with the boss by telephone: 6

Five students at a university, working together on a classroom assignment: 1

A mob of rioters burning stores in the inner city: 10

Thirteen inmates talking and lifting weights in a jail's exercise yard: 5

A committee deciding the best way to handle a production problem: 2

Six employees working on an assembly line: 4

An aggregate of individuals waiting in silence for a bus: 9

The Smith family of Richmond, Virginia (Mr. Smith, Mrs. Smith, and Jane Smith, their daughter): 3

Response to Case Study: System Level Intervention

A successful answer for the first question would address Dr. Barna's providing mentoring to Jason to help him adjust his expectations in this situation. A successful answer to the second question would address Dr. Barna's providing feedback and coaching to the faculty group that would help them align their teaching with the needs of the students.

Helpful Videos and Links:

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